

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Willard School

District: Sanford School Department

Code: 1148-1381



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	150			233			13,739			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	147	147	147	223	224	223	13,422	13,440	13,395	98	98	98	96	96	96	98	98	97
With an approved accommodation	44	44	44	71	72	72	2,707	2,743	2,599	30	30	30	32	32	32	20	20	19
Current LEP Students	12	12	12	16	17	16	436	449	434	8	8	8	7	8	7	3	3	3
With an approved accommodation	3	3	3	5	6	5	196	212	185	25	25	25	31	35	31	45	47	43
IEP Students	25	25	25	44	44	44	2,123	2,131	2,111	17	17	17	20	20	20	16	16	16
With an approved accommodation	24	24	24	43	43	43	1,751	1,755	1,694	96	96	96	98	98	98	82	82	80
Students not tested in NECAP	3	3	3	10	9	10	317	299	344	2	2	2	4	4	4	2	2	3
State Approved	2	2	2	8	8	8	243	229	234	67	67	67	80	89	80	77	77	68
Alternate Assessment	2	2	2	8	8	8	219	212	210	100	100	100	100	100	100	90	93	90
First Year LEP	0	0	0	0	0	0	5	0	5	0	0	0	0	0	0	2	0	2
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	19	17	19	0	0	0	0	0	0	8	7	8
Other	1	1	1	2	1	2	74	70	110	33	33	33	20	11	20	23	23	32

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	150	2	1	147	17	12	80	54	40	27	10	7	544	223	15	50	28	7	544	13,422	15	53	23	9	545	
	MATH	150	2	1	147	23	16	69	47	34	23	21	14	543	224	15	45	24	17	542	13,440	16	48	18	18	543
WRITING	150	2	1	147	5	3	47	32	74	50	21	14	537	223	4	33	46	16	537	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

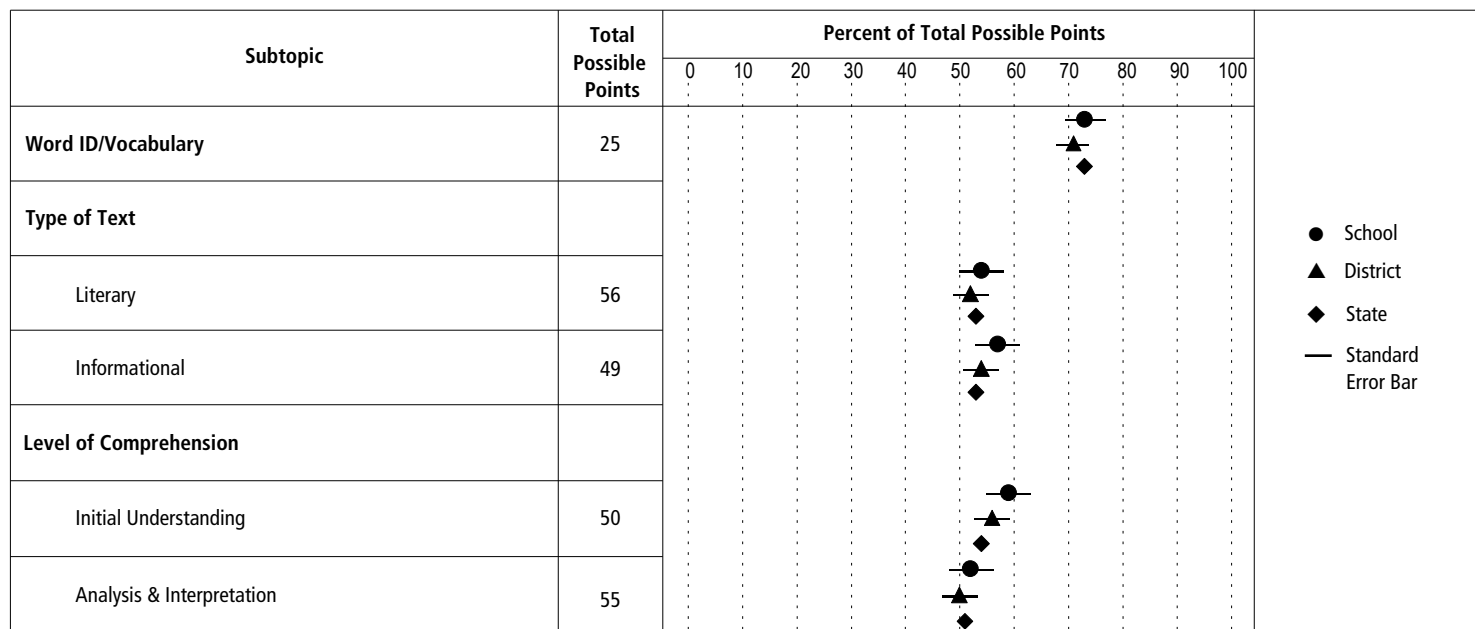
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	152	1	1	150	14	9	88	59	35	23	13	9	545
2010-11	148	4	1	143	28	20	77	54	34	24	4	3	547
2011-12	150	2	1	147	17	12	80	54	40	27	10	7	544
Cumulative Total	450	7	3	440	59	13	245	56	109	25	27	6	545
District													
2009-10	239	9	1	229	26	11	136	59	52	23	15	7	545
2010-11	215	12	1	202	41	20	107	53	46	23	8	4	546
2011-12	233	8	2	223	33	15	112	50	62	28	16	7	544
Cumulative Total	687	29	4	654	100	15	355	54	160	24	39	6	545
State													
2009-10	13,920	196	83	13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11	13,877	317	100	13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12	13,739	243	74	13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total	41,536	756	257	40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	2	1	147	17	12	80	54	40	27	10	7	544	223	15	50	28	7	544	13,422	15	53	23	9	545
Gender																									
Male	76	1	0	75	9	12	45	60	15	20	6	8	545	111	12	52	27	9	544	6,936	10	52	26	11	543
Female	74	1	1	72	8	11	35	49	25	35	4	6	543	112	18	48	29	5	545	6,486	21	54	19	6	547
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										7						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						117	6	40	38	15	539
Asian	10	0	0	10	3	30	6	60	1	10	0	0	552	12	25	58	17	0	550	239	21	55	15	9	547
Black or African American	4	0	0	4										4						387	5	35	29	30	537
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	38	38	8	15	549
White	131	2	1	128	12	9	71	55	36	28	9	7	544	197	14	51	28	7	544	12,290	16	54	23	8	545
Two or more races	2	0	0	2										3						155	13	53	24	10	545
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	0	0	12	2	17	7	58	3	25	0	0	547	16	19	50	31	0	546	436	5	34	32	29	537
Former LEP student - monitoring year 1	0	0	0	0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2	1	0	0	1										1						15	60	33	7	0	557
All Other Students	137	2	1	134	14	10	73	54	37	28	10	7	544	206	14	50	28	8	544	12,950	16	54	23	8	545
IEP																									
Students with an IEP	27	2	0	25	1	4	8	32	12	48	4	16	538	44	2	25	55	18	536	2,123	1	25	39	35	534
All Other Students	123	0	1	122	16	13	72	59	28	23	6	5	545	179	18	56	21	4	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students	102	2	1	99	10	10	47	47	32	32	10	10	543	143	10	48	34	9	543	6,165	8	48	29	14	541
All Other Students	48	0	0	48	7	15	33	69	8	17	0	0	548	80	24	55	18	4	548	7,257	22	57	17	4	548
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	150	2	1	147	17	12	80	54	40	27	10	7	544	223	15	50	28	7	544	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services	35	0	1	34	0	0	11	32	17	50	6	18	538	50	0	38	46	16	538	2,638	5	41	40	14	540
All Other Students	115	2	0	113	17	15	69	61	23	20	4	4	546	173	19	54	23	5	546	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan	14	0	0	14	0	0	8	57	5	36	1	7	540	18	6	56	33	6	542	300	9	52	30	9	543
All Other Students	136	2	1	133	17	13	72	54	35	26	9	7	545	205	16	50	27	7	545	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

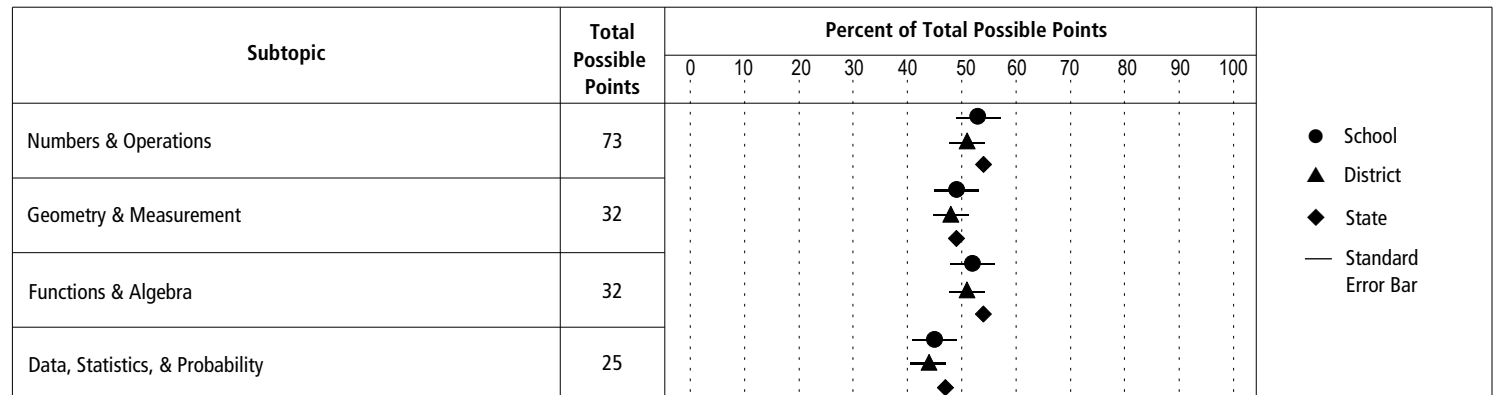
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	152	1	2	149	32	21	71	48	21	14	25	17	545
2010-11	148	3	1	144	25	17	68	47	32	22	19	13	545
2011-12	150	2	1	147	23	16	69	47	34	23	21	14	543
Cumulative Total	450	6	4	440	80	18	208	47	87	20	65	15	544
District													
2009-10	239	6	2	231	54	23	109	47	36	16	32	14	545
2010-11	215	11	1	203	31	15	100	49	45	22	27	13	544
2011-12	233	8	1	224	34	15	100	45	53	24	37	17	542
Cumulative Total	687	25	4	658	119	18	309	47	134	20	96	15	544
State													
2009-10	13,920	168	77	13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11	13,877	246	107	13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12	13,739	229	70	13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total	41,536	643	254	40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	2	1	147	23	16	69	47	34	23	21	14	543	224	15	45	24	17	542	13,440	16	48	18	18	543
Gender																									
Male	76	1	0	75	16	21	33	44	15	20	11	15	545	112	18	43	22	17	544	6,949	17	47	18	18	543
Female	74	1	1	72	7	10	36	50	19	26	10	14	541	112	13	46	25	16	541	6,491	16	49	18	17	543
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										8						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						119	7	47	24	23	540
Asian	10	0	0	10	3	30	4	40	3	30	0	0	551	12	25	42	25	8	549	242	23	48	14	15	546
Black or African American	4	0	0	4										4						392	4	31	21	44	534
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	23	54	8	15	546
White	131	2	1	128	19	15	61	48	30	23	18	14	543	197	15	45	24	15	543	12,295	17	49	18	16	543
Two or more races	2	0	0	2										3						155	19	45	18	18	543
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	0	0	12	2	17	4	33	5	42	1	8	543	17	12	35	35	18	542	449	3	32	20	44	534
Former LEP student - monitoring year 1	0	0	0	0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2	1	0	0	1										1						15	47	33	7	13	555
All Other Students	137	2	1	134	20	15	65	49	29	22	20	15	543	206	15	46	23	17	542	12,955	17	48	18	17	543
IEP																									
Students with an IEP	27	2	0	25	1	4	5	20	9	36	10	40	534	44	2	16	34	48	532	2,131	3	24	24	49	532
All Other Students	123	0	1	122	22	18	64	52	25	20	11	9	545	180	18	52	21	9	545	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students	102	2	1	99	11	11	43	43	27	27	18	18	541	144	10	44	27	19	541	6,181	8	43	23	26	539
All Other Students	48	0	0	48	12	25	26	54	7	15	3	6	547	80	25	46	18	11	545	7,259	23	52	14	10	546
Migrant																									
Migrant Students	0	0	0	0										0						7					
All Other Students	150	2	1	147	23	16	69	47	34	23	21	14	543	224	15	45	24	17	542	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services	35	0	1	34	0	0	13	38	12	35	9	26	537	50	2	38	36	24	538	2,644	3	36	30	32	537
All Other Students	115	2	0	113	23	20	56	50	22	19	12	11	545	174	19	47	20	14	544	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan	14	0	0	14	0	0	8	57	3	21	3	21	541	18	6	56	22	17	542	300	10	45	24	20	541
All Other Students	136	2	1	133	23	17	61	46	31	23	18	14	543	206	16	44	24	17	542	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Writing Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

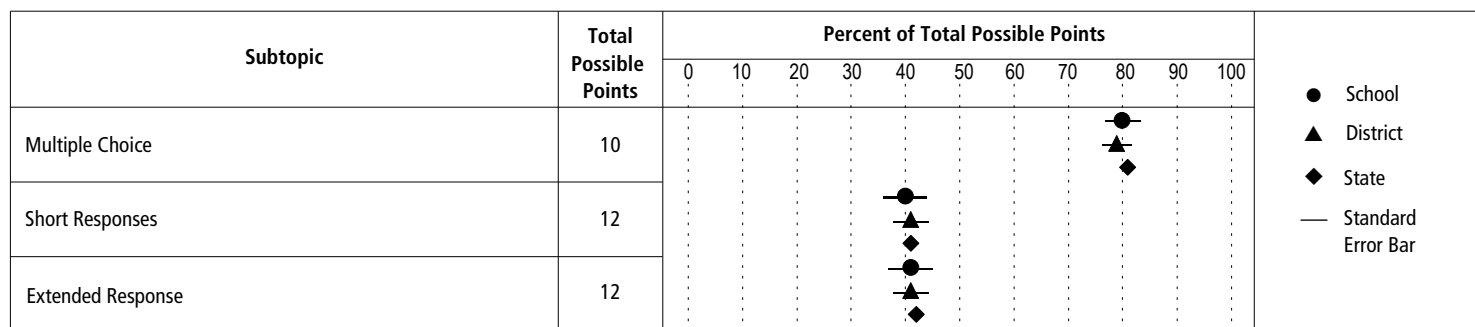
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	148	4	1	143	11	8	56	39	71	50	5	3	541
2011-12	150	2	1	147	5	3	47	32	74	50	21	14	537
Cumulative Total	298	6	2	290	16	6	103	36	145	50	26	9	539
District													
2009-10													
2010-11	215	12	1	202	15	7	71	35	106	52	10	5	540
2011-12	233	8	2	223	10	4	74	33	103	46	36	16	537
Cumulative Total	448	20	3	425	25	6	145	34	209	49	46	11	538
State													
2009-10													
2010-11	13,877	309	133	13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12	13,739	234	110	13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total	27,616	543	243	26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Writing Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	150	2	1	147	5	3	47	32	74	50	21	14	537	223	4	33	46	16	537	13,395	6	35	45	14	538
Gender																									
Male	76	1	0	75	2	3	26	35	35	47	12	16	537	111	3	32	47	19	536	6,914	3	28	50	19	535
Female	74	1	1	72	3	4	21	29	39	54	9	13	537	112	6	35	46	13	538	6,481	9	42	41	9	541
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										7						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						117	1	21	50	29	532
Asian	10	0	0	10	2	20	5	50	3	30	0	0	545	12	17	50	33	0	545	238	8	40	39	13	540
Black or African American	4	0	0	4										4						384	2	24	42	33	532
Native Hawaiian or Pacific Islander	0	0	0	0										0						13	15	62	8	15	545
White	131	2	1	128	2	2	40	31	68	53	18	14	536	197	4	33	47	17	537	12,269	6	35	46	14	538
Two or more races	2	0	0	2										3						155	5	34	42	19	537
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	0	0	12	2	17	4	33	6	50	0	0	542	16	13	38	50	0	542	434	4	24	42	30	533
Former LEP student - monitoring year 1	0	0	0	0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2	1	0	0	1										1						15	20	53	27	0	546
All Other Students	137	2	1	134	3	2	42	31	68	51	21	16	536	206	4	33	46	17	536	12,926	6	35	45	14	538
IEP																									
Students with an IEP	27	2	0	25	0	0	1	4	12	48	12	48	529	44	0	2	45	52	527	2,111	<1	8	43	48	527
All Other Students	123	0	1	122	5	4	46	38	62	51	9	7	539	179	6	41	46	7	539	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students	102	2	1	99	4	4	26	26	52	53	17	17	536	143	3	27	52	17	536	6,149	3	26	50	21	535
All Other Students	48	0	0	48	1	2	21	44	22	46	4	8	539	80	6	45	35	14	539	7,246	8	42	41	9	540
Migrant																									
Migrant Students	0	0	0	0										0						6					
All Other Students	150	2	1	147	5	3	47	32	74	50	21	14	537	223	4	33	46	16	537	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services	35	0	1	34	0	0	3	9	24	71	7	21	532	50	0	16	62	22	533	2,633	2	20	55	23	534
All Other Students	115	2	0	113	5	4	44	39	50	44	14	12	538	173	6	38	42	14	538	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan	14	0	0	14	0	0	2	14	8	57	4	29	533	18	0	17	61	22	534	299	2	24	57	17	535
All Other Students	136	2	1	133	5	4	45	34	66	50	17	13	537	205	5	35	45	16	537	13,096	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.